DOCUMENT RESUME

ED 159 581 CG 013 022

TITLE	A Guide to Child Study and Student Counseling Services.
INSTITUTION	Columbus Public Schools, Ohio.
PUB DATE	[68]
NOTE	79p.
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	*Counseling Goals; *Counseling Programs; *Counselor Role; Educational Counseling; Elementary Secondary Education; *Guidance Services; Junior High School Students; Program Guides; *Psychological Services; School Psychologists; *Vocational Counseling; Vocational Education
IDENTIFIERS	*Ohio (Columbus)

ABSTRACT

This guide is designed to assist parents and staff in understanding the nature of child study and student counseling services in the Columbus, Ohio Public Schools. The first four sections describe the role of the counselor within the schools, the scope of counseling services and responsibilities, and the relationship between the counselor and the community. Next there is an overview of guidance services at each grade level supported by a rationale for the programs based on descriptions of age group needs. An outline of the district's Careers Exploration Program for junior high school students follows. The description of guidance services for the senior high focuses on orientation services, testing programs, vocational counseling and vocational education programs available. Considerable attention is then given to the role of the school psychologist, with a step-by-step description of the referral and evaluation process followed in the Columbus schools. Also included is a brief outline of the internal structure through which counselors maintain communication and coordinate activities. The appendices contain lists of community agencies and course descriptions for occupational programs. (DOW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED159581

A GUIDE TO CHILD STUDY and STUDENT COUNSELING SERVICES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. Barnes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

COLUMBUS PUBLIC SCHOOLS

DIVISION OF PUPIL SERVICES
DEPARTMENT OF CHILD STUDY and STUDENT COUNSELING
270 EAST STATE STREET, COLUMBUS, OHIO 43215

CG 013 022

Introduction

Urban life in the waning decades of the Twentieth Century is both exciting and perplexing. Who among us does not feel the excitement of limitless potential of man's imaginative genius? The technological break-throughs point toward seemingly unbounded parameters in all areas of human endeavor in the years ahead. While these changes do indeed evoke justifiable enthusiasm, they also can lead us toward a most perplexing dilemma. With the expansion of knowledge and the rapid pace of all elements of society, there is an ever-present danger that communication gaps will develop between and among members of any society.

Guidance and counseling services in our schools can greatly increase the flow of information and resources which might otherwise go untapped.

This guide has been prepared to assist you in better understanding the nature of child study and student counseling services in the Columbus Public Schools. I hope you will find it helpful both as an immediate source of general information and as a working reference.

The development of this guide provides us with yet another resource to help us all better serve the youth of Columbus.

Harold H. Eibling
Superintendent
Columbus Public Schools

Acknowledgements

If a guide or reference book is to be of practical value, it must be the product of the collected wisdom and experience of concerned professionals who are in daily contact with students and school concerns. This guide is no exception.

The Child Study and Student Counseling Department staff wishes to thank the following members of the Columbus Public School professional staff for their invaluable assistance in the preparation of this guide:

Keith D. Barnes	Supervisor of Guidance Services
Richard W. Beck	Counselor-on-Special Assignment
Jack Dauterman	Supv. of Individual Services & Spec.Ctrs.
Clayton E. Ferrell	Director, Child Study & Student Counseling Dept.
William LeSage	Supervisor, Testing & Evaluation Services
Patricia McClure	Counselor, Fairmoor & Pinecrest Elem. Schools
Jesse Nelson	Counselor, East High School
Kenneth Olbert	Principal, Barrett Junior High School
Joanne Tirre	Counselor, Duxberry & Huy Elementary Schools
Raymond Trinter	Principal, Walnut Ridge Jr.-Sr.High School
James S. Wade	Asst.Supt., Pupil Services
Edward Willis	Principal, Champion Junior High School

Table of Contents

		Page
	Introduction	1
	Acknowledgements	ii
I.	Guidance and Counseling Services	5
II.	State Certification Requirements	6
III.	General Areas of Responsibilities	7
	Elementary School Pupils	7
	Secondary School Pupils	7
	Guidance - A Team Approach	8
IV.	The Counselor and the Guidance Program	8
	The School Counselor	8
	The Counselor and the Pupil	8
	The School Counselor - Some Typical Concerns	9
	The Counselor and the Community	10
V.	Student Counseling Services	11
	Elementary Counseling Services	11
	Aims of an Elementary Guidance Program	11
	Junior High School Counseling Services	13
	In Elementary School	13
	In Junior High School	14
	Personal Counseling	15
	Characteristics of the Junior High School Students	15
	Seventh Graders	15
	Eighth Graders	15
	Ninth Graders	17
VI.	Careers Exploration Program for the Junior High School Students	18
	Objectives - Grade Seven	19
	Objectives - Grade Eight	19
	Objectives - Grade Nine	20
	Resource Materials	21
	Senior High School Counseling Services	21
	Tenth Grade Orientation	23
	Tenth Grade Program Planning	24
VII.	Senior High School General Guidance Activities	25
	Testing	25
	Enrollment of New Pupils	25
	Vocational Counseling	26
	Vocational Education Programs	26
	Courses Offered	27

		Page
	Student Selection	28
	Open Enrollment	28
	Role of the Counselor in the Vocational Education Program	29
	Occupational School Training	29
	Screening Procedures	30
	Occupational School Curriculum	31
	Guidance for Potential Dropouts	31
	Job Placement	32
	Pre-Planning for College	34
VIII.	Coordination and Supervision of the Guidance Program	39
	Monthly Counselors' Meetings	39
	Counselor Committees	39
	The Guidance Newsletter	40
	In-Service Meetings	40
	Lines of Communication	40
IX.	Group Testing and Evaluation Services	42
	Introduction	42
	Group Testing Services	43
X.	Psychological Services	47
	What is a School Psychologist	47
	Whom Should the School Psychologist See	48
	How is a Referral Made to the School Psychologist	51
	How Are Psychological Services Scheduled	53
	What is a Psychological Evaluation	54
	What Does the Psychological Evaluation Do	56
	How Are the Results of the Evaluation Reported	57
	What Should be Done with the Written Report	58
	Who Follows Through on Recommendations	59
	What Other Services Do School Psychologists Provide	60
XI.	Appendix	62
	Community Agencies	63
	Description of Occupational Program	66
XII.	References	70

I. Guidance and Counseling Services

What are guidance and counseling services?

Guidance and counseling in the Columbus Schools centers around three distinct behavioral concerns (e.g., personal-social guidance, educational guidance and vocational guidance). Personal-social guidance is the process by which boys and girls are assisted in making adjustments to all kinds of situations encountered in growing up. Educational guidance is concerned with assisting pupils in the development of their special talents and educational skills. Vocational guidance is concerned with helping pupils understand present and future employment opportunities and direct them toward appropriate levels of vocational and educational planning.

What is guidance? The Columbus Public Schools believe that guidance is everything that is done to help the child (1) understand himself; (2) make the most of his abilities, interests, and other personal qualities; (3) learn to make satisfactory adjustments to the different situations that arise in everyday living; (4) develop the ability to make his own decisions wisely and solve his problems independently; and (5) make his own contribution to society to the fullest extent possible.

How do the Columbus Public Schools provide guidance and counseling for their pupils? Guidance counselors are located in each of the secondary schools. These specially trained persons coordinate the school's guidance and counseling program and provide individual and group guidance and counseling services. The total program is coordinated by the Department of Child Study and Student Counseling. Central office personnel supervise

the total guidance and counseling program, the group testing and evaluation services, and other formally organized guidance programs such as the Careers Exploration program.

II. State Certification Requirements

A. Possession of a provisional or higher grade certificate valid for teaching in Ohio.

B. Evidence of:

1. One year of successful experience in teaching.
2. One cumulative year of gainful employment in a non-teaching position.
3. One additional year of experience in either (1) or (2) or a combination of the two.

C. A master's degree - A minimum of twenty (20) semester hours of the master's degree or in excess of the master's degree is to be in the field of guidance with at least one (1) graduate course in each of the following six (6) areas:

1. Guidance: Principles and practices, administration, group procedures in orientation, education and occupational planning and self study.
2. Human Growth and Development: Educational psychology, individual differences, child and adolescent psychology, exceptional children, mental hygiene.
3. Individual and Group Analysis: Statistics, guidance testing, diagnostic procedures, case study procedures.
4. Counseling: Principles, theory, procedures.
5. Guidance Information: Educational-occupational information, school and community resources.
6. Practicum: Supervised practical experience in counseling.

III. General Areas of Responsibilities

Helping young people to understand themselves and make wise choices in the light of their abilities, interests, strengths, and limitations is the joint responsibility of the parents and the schools. To achieve this objective, one of the important obligations of the Columbus Public Schools is to provide guidance services for all pupils enrolled and to cooperate with parents in bringing about appropriate choices and adjustments.

The following are basic concerns which have relevance for the youth of our schools and our guidance and counseling program.

A. Elementary School Pupils

1. Earlier and more effective identification of children with special needs and special potentialities.
2. Improving a child's abilities in self-study, decision-making, and problem-solving through personalized attention and counseling.
3. Planning and coordinating home and school relations.
4. Utilizing community resources.
5. Enriching and better classroom planning, counseling, and community experiences aimed at helping children come to understand and appreciate their educational opportunities and their ultimate place as productive members of the world of work.

B. Secondary School Pupils

1. Securing information about themselves - their strengths and weaknesses.
2. Developing a wholesome adjustment to people and life.
3. Meeting the emotional, physical, and social problems of adolescence.
4. Securing information about the world of work and making career choices.
5. Making decisions concerning educational goals and choices.

6. Securing employment.

7. Obtaining post high school training and education.

C. Guidance - A Team Approach

An effective guidance program represents the cooperative efforts of the administrators, homeroom and classroom teachers, librarians, nurses, visiting teachers, psychologists, in short all persons concerned with the education of children. Basic to the success of a counselor is his rapport with all of these individuals. Each counselor is aware of this and will make every effort at all times to achieve this rapport. The effectiveness of an individual counselor and the program he is attempting to carry out can be weakened if there is not a joining together of collective talent into a concerted team approach.

Parents especially should be involved in every conceivable way in the guidance program. They should understand the efforts of the school and recognize their responsibilities as parents in the education of their children.

It is hoped that this guide will facilitate this much needed cooperation between and among all agencies and individuals who have as their primary concern the improvement of child study and student counseling services in our schools.

IV. The Counselor and the Guidance Program

A. The School Counselor

The school counselor is a professional educator with specialized graduate-level training in counseling, certified by the State Department of Education. He has at least a master's degree and three years of

teaching experience. In addition he has had a minimum of one year of work experience. He is expected to continue professional growth and to participate in professional organizations at local, state, and national levels.

B. The Counselor and the Pupil

The aim of student participation in the guidance program goes beyond providing insights into current behavior — it is also meant to demonstrate to the student that the school is actively concerned with him as an individual. Furthermore, it is important that the student's strengths, weaknesses, and unique personal characteristics are understood and accepted by the student himself and by his school.

C. The School Counselor - Some Typical Concerns

- The school counselor plays a key role in activities that involve preparing students to transfer from elementary to junior high, from junior high to senior high, and from senior high to college or other post-high school experience.
- The school counselor assists with the orientation of new students, helps students adjust to the educational environment and explains the general school organization.
- The school counselor assists students as well as teachers with classroom adjustments.
- The school counselor assists in providing job placement for those who are eligible and need part-time employment and for those going to work after leaving school.
- The school counselor helps students make appropriate choices of school programs and develop long range plans of study.

- The school counselor assists with class placement, taking into consideration special abilities and needs.
- The school counselor interprets records to students, parents, and to others who are professionally concerned.
- The school counselor provides information concerning school offerings and opportunities for further training.
- The school counselor helps the student to:
    a. understand himself in relation to the world in which he lives
    b. accept himself as he is and work for improvement
    c. develop personal decisions for himself
    d. resolve personal problems.

D. <u>The Counselor and the Community</u>

- The school counselor sees society as an ever-changing and complex structure which offers endless challenges and opportunities to its individual members and which depends upon the contributions of each.
- The school counselor realizes that education today is a continuous process and a function of every segment of our society.
- The school counselor assists in follow-ups of graduates and dropouts to determine the effectiveness of the educational program.
- The school counselor conducts and/or cooperates with others in local research related to pupil needs and suggests methods needed to improve school programs.
- The school counselor maintains an awareness of local employment opportunities.

- The school counselor attempts to maintain in the community an awareness of the changing labor market and its effect upon youth.
- The school counselor maintains liaison with other pupil personnel specialists and with agencies in the community where special services are available, interprets information to them, and recommends and/or makes referrals.
- The school counselor cooperates with community organizations and governmental agencies in meeting individual and community needs.

V. Student Counseling Services

A. Elementary Counseling Services

(Grades 1-6)

The encouraging trend toward more guidance and counseling services at the elementary school level is indeed promising for it is at this level that a child is forming work habits, values, attitudes, interests, and other critical traits which influence his future life style.

Counselors serving in elementary school programs have found that they can make positive contributions in a host of areas.

B. Aims of an Elementary Guidance Program

The elementary school guidance program is built around specific aims or objectives. It seeks to promote the study of the child with the hope of preventing personality maladjustments and enhancing learning ability. It is designed:

1. To prevent emotional disturbances from developing in young children through the cooperative efforts of teachers, parents, guidance workers, and the administrative staffs of the schools.

2. To offer assistance to the child whose learning in a particular area is poor when the deficiency is considered the result of emotional difficulties.

3. To help teachers recognize children with serious emotional difficulties so that proper referrals may be made, and assist the teacher and administrative staff in making referrals both to special programs within the school system and to cooperating community agencies or hospitals.

4. To provide parents with information about child development as well as about school, the learning process, and the curriculum.

5. To provide teachers with up-to-date information about guidance materials, books and pamphlets, and to make these materials available for use within the schools.

6. To help teachers orient children to the elementary school environment.

7. To assist children to prepare for the change to junior high school.

8. To acquaint parents and teachers with tools which are available for child study and guidance and which are suitable for use.

9. To orient teachers to a testing program which can provide supplementary information about children for use in conjunction with information gathered in the classroom.

10. To provide opportunity for individual counseling sessions for those children in need of assistance and for those in need of educational information.

11. To help teachers acquire information about guidance techniques, through faculty conferences, guidance workshops and classroom demonstrations.

12. To aid in the placement of children in appropriate programs (e.g., remedial reading, special classes for the neurologically impaired, etc.),

13. To work with other departments and community agencies in a coordinated mental hygiene program.

The services provided by the elementary counselor are indeed most vital. It is hoped that these services can be expanded to include more of our elementary schools in the years ahead.

C. Junior High School Counseling Services

One of the most difficult adjustments for young people to make is the change from elementary school to junior high school. Every effort possible should be made to assist them in making this adjustment smoothly and pleasantly.

To accomplish this, there are various methods that may be used. Listed below are several means that have been effectively used by different counselors:

1. In Elementary Schools

After appropriate contacts with the principals of "feeder" elementary schools and teachers of sixth grade pupils, the junior high school counselor or counselors visit the sixth grade classes. These visits may include the following:

a. The sixth grade pupils may prepare questions before the meeting.

b. Seventh grade pupils from the junior high school who attended that particular elementary school may accompany the counselor.

c. Movies or slides picturing the junior high school may be shown.

d. Printed material giving significant information about the junior high school may be provided to the pupils.

e. The counselor may speak informally to the classes.

f. First day procedures may be described.

g. Details should be kept to a minimum to avoid overwhelming or frightening the pupils.

h. The principal of the elementary school may wish to invite the parents of the sixth graders to the meeting.

2. In Junior High School

Prior to the close of the spring semester, a meeting for the sixth graders may be held at the junior high school.

a. This meeting may be for the sixth graders and their parents or the sixth graders alone.

b. The principal, assistant principals, other key members of the staff, and the future seventh grade homeroom teachers may be introduced.

c. Rules and plans for the first day may be explained. This could include the time for arrival at school, the pupils' homeroom numbers, and the teachers' names.

d. An opportunity for the sixth graders from different schools to become acquainted may be provided.

e. A tour of the building may be conducted.

f. Curricular and extra curricular offerings may be discussed.

Other activities which will help to provide a better liaison between the elementary schools and the junior high school are the following:

a. A letter of welcome may be sent to parents telling them of the expectations and the rules and regulations of the junior high school.

b. A meeting at the junior high school of the principals and sixth grade teachers may be held to share problems and to provide a better line of communication.

c. Counselors should use classification cards for the sixth graders from the elementary schools to provide the following information to the appropriate junior high school staff members:

- Pupils with physical handicaps
- Pupils with outstanding talents in art, music, etc.
- Pupils with outstanding records in service and leadership
- A summary sheet by sections of seventh graders giving test scores showing range and median scores

D. Personal Counseling

A part of the responsibility of the counselor is to help individual pupils solve personal problems. The goal of such counseling is for the counselee to arrive at a solution which will meet his current difficulty and more importantly develop maturity and self-sufficiency which will enable him to meet future problems through his own efforts.

Counselors must recognize that their training limits their abilities in depth-counseling and should be alert to evidence that a pupil's particular problem or personality characteristics are such as to make referral to a specialist in psychology or psychiatry desirable.

E. Characteristics of the Junior High School Students

1. Seventh Graders

Most of the children in the seventh grade range from 11 to 13 years of age; they are pre-adolescents. In general, these children are still in the "gang" age; they associate with the opposite sex as little as possible. Some of the boys will assert this tendency avidly and loudly. Boys admire physical prowess, are ardent sports fans, show a lively interest in team games, tend to be hero worshippers, and occasionally overdo physical activity. A trade mark of the seventh grader is his big appetite.

Pre-adolescents have tremendous enthusiasms, which often are of brief duration. Capable teachers capitalize on these enthusiasms whenever possible and attempt to channel them into productive classroom activities. Seventh graders exhibit active imaginations and have a wide range of interests, but they usually harmonize their behavior with what the crowd does or admires. Although both boys and girls like popular music, the girls are eager to dance to it; the boys, unable to take part because of shyness or awkwardness,

generally prefer to stand on the sidelines.

Most seventh graders are eager to please their parents, teachers, and other adults, for they find emotional security in pleasant associations with grown-ups. At the same time, they are becoming increasingly concerned with relationships with other boys and girls their own age.

2. Eighth Graders

The majority of eighth grade boys and girls, who usually range from 12 to 14 years of age, have reached young adolescence. Many of the girls have matured physically by this time and are two to three years ahead of most boys in this respect. Girls are anxious to learn what is proper in social relationships, and they show increasing interest in activities with boys. They enjoy planning parties and tend to take the initiative in boy-girl relationships. Eighth grade girls experiment with make-up and show a great interest in clothing and grooming, but are careful to conform to other girls in appearance, possessions, and activities.

Most eighth grade boys have entered a period of rapid, uneven growth, during which their voices change. They find that their energy comes in spurts and goes just as suddenly. They exhibit increased interest in group sports, school clubs, and social activities.

Young adolescents often show open resentment to adult authority as they seek personal independence. However, they are quick to turn to adults for moral support and guidance. Eighth graders are increasingly concerned about how they rate with boys and girls their

own age; they greatly fear unpopularity. At this age earning spending money begins to become important.

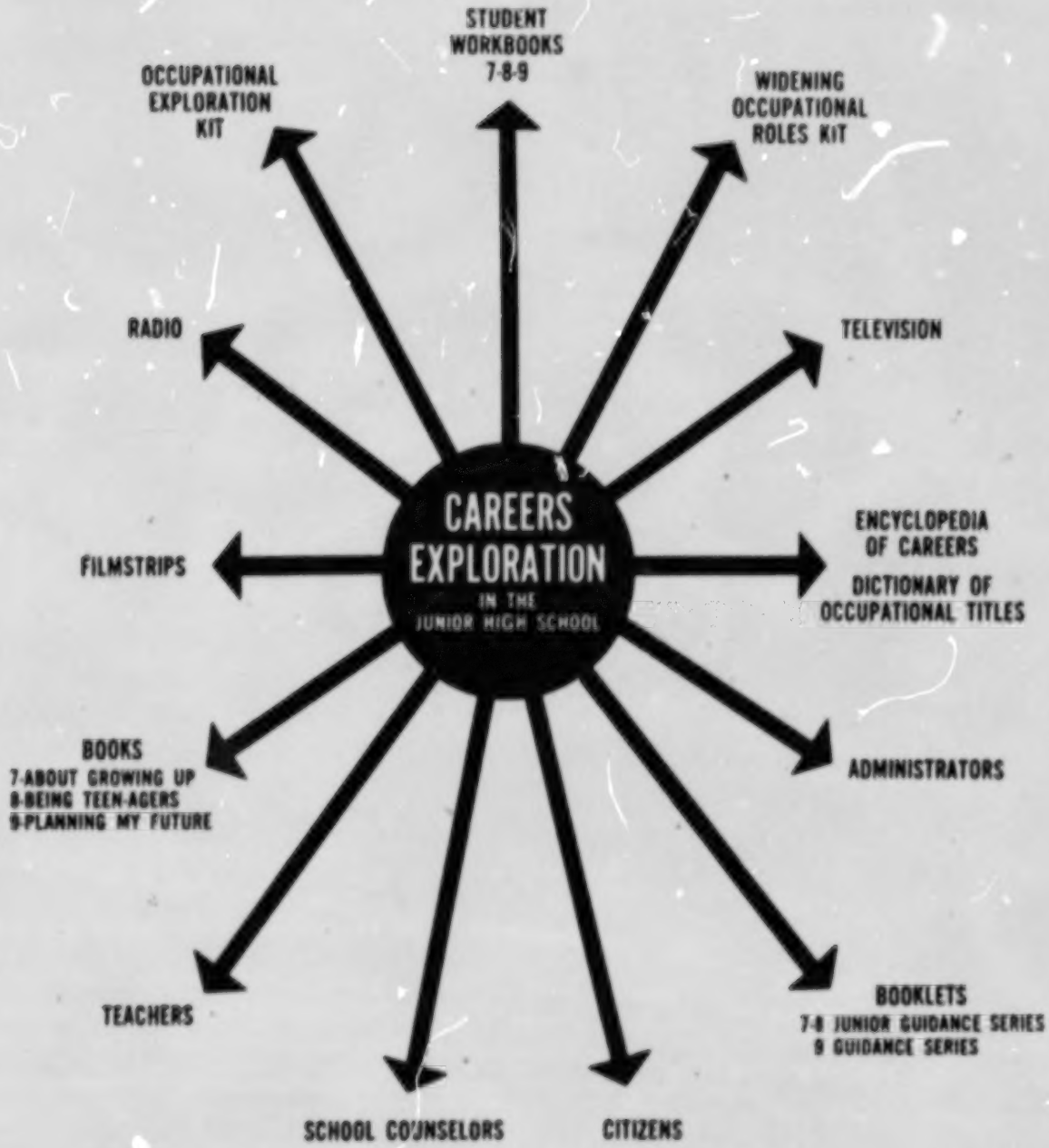
3. Ninth Graders

In the ninth grade most boys reach physical maturity. A lack of muscular coordination often accompanies rapid growth at this age, and glandular imbalances may lead to skin blemishes. In attempting to establish their masculinity, boys often declare their independence of women and many of the things that women tend to stress, such as cleanliness, obedience, and politeness. They often identify themselves with adult males whom they admire; frequently this person turns out to be the athletic coach or a male teacher at the school. Because such men can have considerable influence on the boys' behavior, their opportunity to render significant service is great.

Ninth-grade girls continue to outpace boys in social maturity. Many of them have become young ladies in appearance; they are dainty, feminine, quiet, and friendly. They tend to be more interested in tennis, archery, swimming, and dancing than in large group games. They are loyal spectators in athletic contests, vie for positions as cheer leaders, and admire the boy with the letter sweater.

Both boys and girls are busy with their friends before, between, and after classes. School clubs, service on the student council, and social activities make life exciting. Although "going steady" is frowned upon by parents and teachers at this age, it is practiced by many boys and girls, if only for a week! Acceptance by the group and particularly by members of the opposite sex is of great importance. But as ninth graders seek more independence, they also search for ideals and standards in trying to "find" themselves.

VI. Careers Exploration Program for the Junior High School Students



VI. Careers Exploration Program for the Junior High School Students

The major objective in organizing the junior high school Careers Exploration Program is to help boys and girls bring order to the vast maze of vocational alternatives open to them and to help them develop the insights and individual initiative needed for realistic vocational goals. Interests, abilities, job levels and fields, working conditions, preparation, chances for advancement, security, physical requirements, and a host of other variables are studied in both formal class presentations and informal individual exploration activities.

The following statements describe the objectives, by grade level, of this new concept in career information, The Careers Exploration Program.

A. Objectives - Personal Awareness and Growth - Grade Seven

The major objectives of the 7th grade program will be to expose the student to these developmental experiences:

1. Improved study habits which will allow the student to budget his time efficiently as his assignments increase and his world expands.
2. Personal and social attributes which will assist the student in his growth toward a mature value system.
3. An overview of the student's abilities, aptitudes and interests in a series of group guidance experiences and individual counseling sessions.
4. An introduction to the many-faceted world of work, with its various job levels, ranging from professional careers, skilled, semi-skilled, etc. and how one finds his place in the total picture.

B. Objectives - Vocational Exploration - Grade Eight

The major objectives of the 8th grade program are to provide each student the opportunity to:

1. Gain a deeper understanding of himself, stressing personal and social skills needed to better understand one's self and those around him.

2. Research a number of selected areas within certain job families to determine the various skills and training required of persons working in these jobs. These investigations then would be translated into meaningful personalized student activities which would help the student study certain jobs in more depth or in some cases assist him in planning for job entry occupation after his junior or senior high school education has been completed.

3. Learn how to apply for a job. The elementary steps to follow in applying for a job (e.g., grooming, filling out an application, setting up an appointment, etc.) will be stressed. The operation and services available to youth (such as the Youth Opportunity Center) will be described in detail stressing what they offer youth and how to locate and use their services.

4. Become familiar with the various laws governing the world of work (e.g., work permits, hours, working conditions, pay, etc.)

5. Explore units covering such important topics as "Coming of Age," which stresses the physical and social conflicts inherent in a child's development, "A Deeper Look at You" focusing on the student's interests, abilities, his personal qualities, and other related attributes.

C. Objectives - Vocational Planning and Experience - Grade Nine

The major objectives of the 9th grade program will be to provide each student with the opportunity to:

1. Gain a perspective of the world of work by relating his own thinking to the job market. Such topics as "All Jobs Are Important," "Each Job Requires Many Abilities," and "What Do I Want From a Job" will help to develop the student's thoughts.

2. View the broad fields of work from a systematic base of reference. Highly organized job briefs and occupational literature will be utilized along with class units covering such topics as "Families of Vocations," "Surveying All Fields of Work," and others.

3. Learn more about resources available to youth in Columbus in securing job training or placement.

4. Discuss his personal, social, and vocational interests in small group settings with his classmates. Those students wishing more assistance in investigating their vocational interests may call upon their school guidance counselor.

D. Resource Materials

Resource materials for the Careers Exploration Program are listed in grade level teacher guides and the Counselor's Guide to The Careers Exploration Program.

E. Senior High School Counseling Services

The adjustment young people face in the change from junior high school is often equally as difficult as the change from elementary school to junior high school. One aspect of this change which makes it a most critical point in a student's life is that he has reached the age when the desire to quit school is often quite strong, and it is legally possible for him to secure a permit to work.

It is, therefore, of tremendous importance that he is properly counseled as to a plan for his continuing education before he leaves junior high school.

The suggested procedures for accomplishing this transition are:

1. A group presentation to the ninth graders who have selected a particular senior high school may be held by a counselor from that school explaining the courses offered and the occupational opportunities for which each curriculum prepares a pupil. A printed presentation of the course offerings to be given to each pupil to take home to discuss with his parents is very desirable.

2. Following this general presentation, each pupil should have the opportunity to see the counselor in an individual conference to discuss his course of study and select appropriate subjects for the tenth grade. If possible, it is desirable that a parent be present to participate in this conference. A printed form on which the subjects selected are listed should be prepared for each pupil and signed by a parent.

3. A meeting at the senior high school for the incoming tenth graders is most desirable. This may include the parents if adequate space is available. It could be held at the close of the ninth grade or the opening day of the new semester. The program could include:

   a. The introduction of the principal, assistant principals, other key members of the staff, as well as the pupils' new homeroom teachers. Seating might well be arranged by homerooms.

   b. Rules and plans for the first day of school should be explained.

   c. A meeting with the individual homeroom teachers might be arranged where specific instructions can be explained.

   d. A tour of the building is helpful. Pupils should be made aware of the location of important rooms in the building such as the main office, the cafeteria, the library, the guidance office, the gyms, the nurse's office and other key areas of the building.

   e. The distribution of the school's handbook might well be done at this time. Such handbooks often contain floor plans of the school which are extremely helpful to pupils in their early days in the new school.

   f. A "big brother" and "big sister" organization has proven successful in many schools. Pupil leaders from the eleventh and twelfth grades are selected to assume responsibility to give help and advice to the new tenth graders.

   If parents of the new tenth graders are not present at the previously described transition meeting, an evening meeting of these parents early in the semester would be desirable as a means of informing them of the school's regulations, aims, and goals and how they affect their boys and girls and their future, and to solicit their support and cooperation in achieving these objectives.

One of the most effective means of establishing a cooperative working relationship between the senior high school and the contributing junior high schools is for the senior high to invite the principals, assistant

principals, and guidance counselors of the junior high schools to a meeting once a year. The purpose of such a meeting is to discuss existing problems between the schools, to inform each other of changes or new items being introduced in the curriculum, and to ask for suggestions in carrying out any policy or project that involves the other schools.

It is also desirable that the senior high school send back the first semester marks of the tenth graders to the junior high schools they attended. These grades form the basis of self study on the part of the junior high school.

1. Tenth Grade Orientation

The adjustment of new pupils to the "atmosphere" of the senior high school cannot be adequately accomplished in the brief transition procedure described above. Arrangements could be made in the school's master schedule for these pupils to meet with the counselor in group sessions either once a week throughout the tenth grade or daily for eight or ten weeks at the opening of the semester. Class-size groups are most effective for this purpose, but if space or the counselor's time does not permit this, larger groups may be necessary. The following are some of the items that should be included in this orientation program:

a. Rules and regulations of the school and the Columbus Board of Education

b. Honors to be earned

c. Extra curricular opportunities

d. Service opportunities

e. Course offerings in the school

f. Occupational information

g. College planning information

h. Non-college post-high school educational and training information

i. Social adjustment group guidance

There are many different ways in which this material can be presented. The following are suggested:

a. Films, filmstrips, and other visual aids

b. Student speakers

c. Career speakers from industry and business

d. College representatives

e. Faculty speakers

f. Panel discussions

g. Dramatizations

h. Group discussion (if size of group makes this practicable)

2. Tenth Grade Program Planning

Adequate attention to educational planning for pupils is basic to all other aspects of guidance and counseling. Early in the 10th grade it is essential that each pupil is fully informed about the requirements for graduation, the ultimate implications of the selection of the various courses of study, the qualifications necessary for various vocational courses, the requirements for admission to various post-high school training and educational institutions, and the skills necessary for various jobs.

Much of this information can be presented in a group setting perhaps in individual homerooms. But it is essential that there

be an individual conference with each pupil to review his school progress up to this point and to set up a specific plan for his eleventh and twelfth grade courses. Of course, these plans are subject to change as his progress or lack of progress may indicate or as his interests or educational or vocational choices may be altered. Nevertheless, a definitely structured outline of his future high school program is essential at this point.

These individual conferences will provide an excellent opportunity to review the pupils' ultimate objectives -- whether they are employment immediately after graduation, non-collegiate post-high school training or education, or college. Based upon this perspective, the pupils can be further counseled as to the steps they should be taking in preparation for these post-graduation goals.

Certain individuals who will be counseled at this time may be handicapped and special consultation with the school nurse and special agencies such as the Ohio State Bureau of Vocational Rehabilitation or others may be necessary.

VII. Senior High School General Guidance Activities (Grades 10, 11 and 12)

A. Testing (See page 42)

B. Enrollment of New Pupils

Three special types of in-coming pupils require particular attention from the counselor. They are:

1. Foreign pupils, who enter from the classes for New Americans, require very special individual attention

to help them get started in regular classes and prevent discouragement in the early weeks. These pupils need on-going counseling for short periods with adjustments made as the pupils develop language facility.

2. Pupils returning to regular school from institutions require special care and skill. An evaluation of credits is a part of this process. Helping the pupil achieve a fresh start is involved. Here, as in other aspects of program planning, a definite plan with goals which seem realistic and attainable often provides the assurance of some success. These plans need to be flexible, more so even than with other pupils, to permit adjustment to regular school life.

3. The plans and program of classes for pupils with handicaps need to be made with great care with full accommodation for the nature of their handicaps. The counselor must establish working consultation with the school nurse and any community agencies involved in order that full understanding of these pupils' needs and future plans can be achieved.

C. Vocational Counseling

This aspect of the counselor's work is of growing importance and will, of necessity, require an ever increasing amount of effort on his part to keep informed through every means available about the myriad of job opportunities that exist, the training or education required, and the means of pupils acquiring entrance into these vocations.

The second aspect of this vital guidance responsibility is to use every possible means of imparting this information to the pupils so that they can be in a position to make vocational choices which will coincide with their interests, abilities, and willingness to prepare themselves adequately.

D. Vocational Education Programs
Grades 11 and 12

Upon graduation, every student should be prepared for some type of suitable employment, or for a continuation of his education beyond high

school. Vocational education provides the student with a pathway to employment through his development of specialized knowledge and a salable skill.

In Columbus, a student following a vocational course may remain at his home school for required and elective subjects, extra-curricular activities and graduation even though vocational classes are attended on a shared-time basis at another school. The student has the choice of taking a vocational course offered in his home school or taking one offered at another school.

Some of the vocational courses include cooperative, on-the-job training. This is a valuable method of bridging the gap from school to employment and gives the student the opportunity to earn while he is learning.

Vocational education provides a pathway to the world of work. Instruction gives emphasis to the development of basic manipulative skills, technical knowledge and occupational information. The major objective of each course is to give students the opportunity to acquire salable skills, desirable work habits and social attitudes that will enable them to be productive members of the community and society.

Courses Offered:

1. Applied Electronics
2. Auto Body Repair
3. Automotive Mechanics
4. Business Office Education
   General Clerical
   Stenographic
5. Cooperative Office Education

6. Child Care Assistant
7. Clothing and Fabric Service
8. Commercial Foods
9. Distributive Education
10. Drafting
11. Machine Trades
12. Medical Assistant
13. Nurse Assistant
14. Printing
15. Refrigeration and Air Conditioning Service

Student Selection

Students may make application for admission to vocational courses through their home school counselor. Final selection and placement will be made by the Supervisor of Guidance Services of the Columbus Public Schools. Decisions will be based upon past school record, results of screening tests, abilities and qualities pertinent to success on the job and parental agreement.

Open Enrollment

Vocational courses are available at eleven high schools in the Columbus Public School system. If the particular course chosen by the student is not offered in his resident or neighborhood high school, arrangements can be made through the principal to attend another high school for the required vocational classes only. The student remains enrolled in his resident school for all other classes, extra-curricular activities and graduation.

Role of the Counselor in the Vocational Education Program

Applications for any of the programs described in the "Pathways to Purpose" booklet may be forwarded to the Child Study Department as soon as they have been completed. The screening procedure will be handled as follows:

1. Counselors should discuss the programs to groups of interested students and distribute descriptive materials to them.

2. Students who indicate an interest in one or more of the programs should be counseled individually and given an application form to take home for parental approval.

3. The counselor should then complete the remaining sections of the application and forward it to the Child Study Department for consideration.

4. The application will then be reviewed by the Child Study staff.

5. A copy of the application will then be sent to the principal of the receiving "vocational" school with the necessary background information needed by that school to place the applicant in the proper program.

6. The "sending" school will also receive a copy of the application for their records.

If, after an applicant is accepted for the program, it develops that he or she will not attend the vocational classes after all, please notify the Child Study Department as soon as possible in order that another student might be considered for the program.

E. Occupational School Training
(Grades 9-12)

The Occupational Division of Central High School offers a comprehensive program of skilled training for boys beginning at grade nine. The program leads to a diploma of completion in a modified course.

Boys selected for the program attend Central High School on a

full-time schedule with access to all extra-curricular activities by the school (e.g., athletics, drama).

Occupational education serves boys over 14 years of age who have mechanical aptitude and who have educational needs which cannot be met effectively in the standard classroom.

Pointed primarily toward employment, this program stresses practical shop training as preparation for semi-skilled jobs in manufacturing, building trades and service occupations. Modified courses are offered in mathematics, English, science, blueprint reading, and citizenship.

Boys enrolled in the occupational division at Central High School are eligible for all school activities, including graduation. Adjusted schedules can be arranged, permitting pupils to hold part-time jobs if they have been properly certified to do so.

Boys may apply for admission through their junior high school principals. Those who apply will be tested and selected through the process designated by the Board of Education.

Screening Procedures

Counselors and teachers are requested to consider the following points before submitting the Occupational School Application Form (see Appendix) to the Child Study Department:

1. Each boy should have a positive attitude toward trade school courses; good grades in industrial arts courses would be a good indication.

2. Aptitude test scores should indicate appropriate ability levels for shop work.

3. Attitudes and general school behavior are important factors. Boys selected should demonstrate some concern about their educational future.

4. Age is a factor since boys selected should plan to complete the full four year program and graduate at

the end of their senior year. Boys should be in the 14 - 15½ age group at the date of their entrance to Occupational Division.

Occupational School Curriculum (See Appendix)

F. Counseling for Noncollegiate Post-High School Training

Today, to prepare for many jobs, additional training beyond high school is imperative. The counselor should periodically review the Columbus area's training opportunities. Such sources as the "Directory of Social Services," list many referral agencies which can be of great assistance in placing students who have completed their public education. Copies of the directory are available by calling or writing the United Community Council, 137 East State Street, Columbus, Ohio (phone 228-5696). (See Appendix of other agencies)

A bulletin listing referral agencies should be prepared by the guidance staff for distribution to all graduating seniors who are still uncertain about their post-high school training.

G. Guidance for Potential Dropouts

Counselors should seek to discover pupils in the school who give the indication of becoming dropouts. Some of the characteristics of the potential dropout are:

1. Reading retardation
2. Lack of participation in school activities
3. Frequent absence (either truancy or questionable illness)
4. Low scores on measurements of scholastic aptitude
5. Failing marks or under-achievement
6. Low value on education in the family
7. Low family income status
8. Behavior problems

A concerted effort should be made by the counselor to "reach" the potential dropout in an effort to assure his continuing pursuit of an education. Suggested means of accomplishing this objective are:

1. Frequent, short, individual conferences show continuing interest.

2. Stress should be placed in these conferences or in group guidance on the serious consequences of dropping out of school; such as, the lack of job opportunities for the individual without at least a high school education, the greater possibility of his losing a job if he should get one because of his inability to learn and be trained, the limited opportunities for promotions on any job he may secure, and the greater chance of his being laid off if there is a business recession.

3. A reading improvement course should be made available to the pupil if he is seriously retarded in this ability.

4. The pupil should be led into becoming interested in some school activity or hobby which will give him a sense of belonging.

5. Work with his teachers and provide him with some experience of success.

6. Parent conferences may provide a means of discovering any problem in the home that may be hindering his successful progress.

7. Effort should be made to establish short-term goals in which the pupil can more readily be expected to see the fruition of his efforts. From this, it is hoped, he will be encouraged to set long-term objectives.

8. The counselor should try to find a service job for the pupil in the school to help develop a sense of "belonging." (See glossary)

Placement

1. Part-Time Employment

Often a part-time job can keep a young person in school who would otherwise be a dropout. A part-time job can also be the means of a pupil's building up

financial resources for college. The counselor should assist to the extent that limited time permits in securing this type of employment for pupils.

Great care must be exercised in accepting responsibility to secure pupils for baby sitting jobs or housework. Since it is not possible for the counselor to investigate such requests, applicants should always be informed that the counselor does not recommend any particular request and that in applying for the job the girl's mother or older sister should accompany her to judge whether or not it is a suitable place of employment.

2. Work Permits

Pupils should be advised that they must have proof of age before obtaining a work permit. Work permit applications may be obtained at the Department of Pupil Personnel, 61 South Sixth Street. A physical examination must have been made within the last six months or the applicant must be examined by his personal physician or by the school physician at the Board of Education.

3. Full Time Employment

We believe that we have a responsibility for helping our graduates with the next step in their lives, and if this be full time employment those pupils who desire such employment have a right to expect help from us through either reference to a specific job order that we have or the discussion of general opportunities in line with his

abilities and preparation. We can avail ourselves of the services of the special employment specialist of the Board of Education and of the Ohio State Employment Service.

It is necessary that the counselor provide some group guidance in discussing how to apply for a job, the job interview, Social Security regulations, the need for a work permit if under 18, and general facts about job placement.

Graduates should be made thoroughly aware that they are always welcome to return to school for help in placement at any time.

Pupils should be informed of the opportunities that exist through Civil Service examinations.

H. Pre-Planning for College

It is of extreme importance that the foundation for college planning be laid in the junior high school. Pupils who have the potential for education beyond high school should be encouraged to realize their full capabilities. Parents must be brought into such planning so that they may be aware of their sons' and daughters' abilities and also that they be informed of the financial planning that is necessary prior to the time that the young person is actually ready to attend college.

Pupils must be encouraged to keep the doors open to a wide variety of opportunities by taking subjects which challenge their potentialities, to achieve good grades, and to establish good work habits and attitudes so that they can be sure of being qualified for the opportunities when they graduate from high school.

Pupils should be given information in every conceivable way about college admission requirements in general and about planning for financing a post-high school education including information about scholarships, grants-in-aid, and loans for education.

1. College Counseling

It is vital that pupils and their parents be given complete information about subject requirements for admission to college, the admission procedure, the selection of a college, the financial aspects of securing a college education, and other significant facts and considerations that should enter into their decisions. The giving of this information should begin in the junior high school and should continue from the tenth grade through the twelfth grade.

Suggested methods of accomplishing this responsibility are:

a. A night meeting may be held at which pupils and their parents are given the desired information by the counselor.

b. A college day or night may be held where various college representatives describe their colleges for pupils and parents and answer questions which they may have.

c. A college program may be held where three or four types of colleges are represented — a state school, a church-affiliated school, a private school, a technical school, etc.

d. College representative may hold conferences with interested pupils.

e. A college column may appear in the school newspaper.

f. Frequent announcements may be made over the PA system, or announcements may be made personally by the counselor in homerooms.

g. An up-to-date college information bulletin board may be made.

h. A weekly college information bulletin may be prepared.

i. The counselor may prepare and distribute a kit of college information materials.

j. The opportunity for conferences with the counselor should be available at any time for interested pupils.

k. Talks by the counselor may be made at PTA meetings.

l. A complete college catalog file should be kept in the counselor's office.

m. A wide selection of books containing college information and a shelf of duplicate college catalogs should be on display in a special section of the library.

n. A college club that meets on a regular schedule may be organized.

o. Films and filmstrips on colleges may be used. The filmstrips can be shown to small groups of pupils in the counselor's office on special projectors available through the Department of Audio-Visual Education.

p. A meeting of interested pupils may be held with alumni of the school who are now attending various colleges during college vacation periods.

q. Individual conferences or group conferences may be held to discuss college admission test results.

One of the most important parts of college counseling is familiarizing pupils with tests related to college admissions and explaining their importance, who should take them, and how their results should be interpreted. The following tests fall into this category:

a. General Educational Development Test (GED)

b. Preliminary Scholastic Aptitude Test (PSAT)

c. National Merit Scholarship Qualifying Test (NMSQT)

d. Ohio State Psychological Exam (OSPE)

e. American College Test (ACT)

f. College Entrance Examination Board tests (CEEB)

g. Scholastic Aptitude Test and Achievement Tests (SAT)

It is desirable to encourage pupils and their parents to visit college campuses. It is equally desirable for the counselor to visit as many as possible.

Many colleges prepare profiles for the use of the high school counselors. It is also advantageous for a high school to prepare a sample profile for the use of colleges that are unfamiliar with the high school.

One of the most significant aspects of the work of the counselor in connection with college admissions is the preparation of the applications for admission and for scholarships. The recording of the grades on the transcript is to be done by a clerk, but the other parts of the transcript including the evaluation of the pupil and the recommendation must be done by the counselor. The manner in which the counselor prepares these parts of the transcript is very important in the success the pupil has of securing admission to the college of his choice.

The counselor must be familiar with scholarships, loans, and other forms of financial aid so that those pupils who need assistance of this type in securing a college education may be advised as to the opportunities that exist.

Since many colleges subscribe to the College Scholarship Service of the College Entrance Examination Board in distributing financial aid, the counselor must be familiar with the form known

as the Parent's Confidential Statement so that he can give assistance in its preparation and have copies to provide the pupils.

2. The Senior Survey

Each May the Child Study and Student Counseling Department conducts a survey of prospective graduating seniors. The survey is extremely helpful to counselors and administrators in appraising the expressed plans of the schools' graduating seniors. A system-wide study is made to determine post-high school plans in such areas as college, armed forces, technical training, nursing, business training, and a number of other categories. Counselors collect the data in their schools by using the Senior Survey Form provided by the Child Study Department.

3. Scholarships

The number of scholarships granted to students in the Columbus Public Schools annually is quite impressive. Counselors are constantly working to aid worthy students in locating financial assistance in order that they might continue their formal schooling beyond the high school level. Students who anticipate pronounced financial hindrances in advancing their post-high school educational plans should be encouraged to meet with their school counselor early in their senior high school experience in order to make long range plans for scholarship assistance.

VIII. Coordination and Supervision of the Guidance Program

Coordination and supervision of the guidance and counseling program are certainly most important. A constant effort is made to develop more efficient lines of communication among counselors both within a given school and between all schools.

A. Monthly Counselor Meetings

With this thought in mind, regular monthly counselor meetings are held featuring a variety of speakers and formats. Programs have been organized as workshops, symposium lectures, demonstration units, field trips, and role playing situations. Counselors are encouraged to participate in the programs and contribute their thinking to the points under consideration.

B. Counselor Committees

Four representative committees comprised of counselors from each of the three school levels (elementary, junior, and senior) are organized each school year. These groups meet regularly with their chairman to discuss pertinent concerns. The committees are:

The Testing Committee

The Vocational Advisory Committee

The Program Planning Committee

The Advisory Committee

These committees make recommendations to the Supervisor of Guidance Services (e.g., new testing instruments, revisions, revision or creation of guidance forms, recommend speakers for future counselor meetings, and other similar activities).

Committee work in recent years has led to a number of valuable contributions to the guidance program and an increase in the flow of ideas and constructive criticism to and from the field and the Central Office.

C. The Guidance Newsletter (see Appendix)

A monthly publication, The Guidance Newsletter, is produced and circulated to all counselors and interested persons in the Columbus Schools. The newsletter keeps counselors up-to-date on dates of professional meetings (local, state, and national), recent research in guidance and counseling, course offerings at local universities for professional growth, and other similar informational items. Counselors are also encouraged to contribute articles or news items for the publication.

D. In-Service Meetings

Each year members of the Child Study Department staff conduct in-service workshops in connection with the system-wide professional growth program. Meetings are held in group testing and evaluation, counseling and guidance, and psychological services. Teachers and counselors are encouraged to participate in these programs. Special workshops are organized periodically through the efforts of individual counselors. The programs are also excellent growth experiences. Notices of the topics to be discussed and the meeting times are posted in all schools well in advance of the first meeting.

E. Lines of Communication

The Department of Child Study and Student Counseling, being primarily concerned with service to others, continually emphasizes the importance of the need for better communication not only among counselors but also

with the community in general.

The Central Office staff of the Child Study Department stands ready to assist professional staff members with questions and concerns relating to their areas of responsibility as described in this guide. The following persons serve on the Central Office staff and will be happy to assist you.

Clayton E. Ferrell, Director

Keith D. Barnes, Supervisor of Guidance Services

Richard W. Beck, Vocational Guidance

William L. LeSage, Supervisor of Testing

IX. Group Testing and Evaluation Services

A. Introduction

Virtually every school subject from art to zoology can now be measured by some kind of standardized test. Educators today are turning more and more to tests as a source of additional information in their appraisal of the individual student. The modern teacher must not only be a competent test administrator, but he must also be able to interpret individual scores to parents, use results diagnostically to plan individual remedial work, know the various kinds of derived scores, and have a general working knowledge of a few basic testing concepts. This handbook has been developed to assist the teacher in improving these and other professional competencies in the use of standardized tests.

Our principal concern as educators is with the intellectual and personal social growth of youth. Tests, when combined with other data, provide us with remarkably accurate information about a youth's educational status, useful information about his potential, and help us in guiding him toward constructive educational goals. Clearly, the modern teacher needs to sharpen his testing skills if he is to use these educational tools effectively as valid measures of ability and school achievement.

The information contained in this section of the guide is meant to be directional in nature - this is descriptive of practices and materials presently being used in the group testing program. Professional staff members seeking more detailed information and assistance should, of course, contact the supervisor of group testing and evaluation services personally.

B. Group Testing Services

1. Purposes

Nearly a million tests are administered in American schools each school day. The quality of tests on the market has improved in recent years to a point where more and more confidence can be placed in a well-chosen standardized test to measure certain aspects of an educational program accurately and consistently. This being the case, just what broad purposes should we in Columbus have as guidelines in order to better utilize the results of our testing program?

Numerous studies and actual on-going programs in Columbus and other school systems have shown that tests can provide significant information needed:

- To bring about positive changes in behavior, insight, and understanding on the part of teachers and parents about pupils.
- To diagnose learning difficulties that will help teachers in planning special remedial work for certain students.
- To assist in programming, scheduling, and the grouping of pupils for quality learning.
- To evaluate the pupil's achievement when compared with his ability.
- To aid in the identification of special needs of pupils who have certain physical or mental incapacities.
- To measure trends that would suggest needs for curriculum adaptation and improvement.
- To compare local test performances with other comparable groups (state, regional, or national).
- To assist the teacher and counselor in helping the student plan educational and vocational goals.
- To measure the educational growth increment for an individual or a group.

2. Reporting the Scores - "The Columbus Testing Profile"

COLUMBUS TESTING PROFILE

NAME _____ (LAST / FIRST / MIDDLE)

SCHOOL _____

Date of Birth _____

USING THE COLUMBUS TESTING PROFILE

The purpose of this profile chart is to provide a graph on which teachers can plot scores from the tests administered throughout the student's school experience. Two kinds of scores are used to describe the student's level of performance.

The Standard Score is a derived score ranging from 20 (low) to 80 (high). Each score will be reported in a **standard score band** indicating the probable range in which the true score would be found (e.g., 52-58). The teacher simply affixes the label to its appropriate space on the profile and plots the band score within the spaces on the profile chart falling within these limits.

The Stanine Score is a simple nine-point scale ranging from 1 (low) to 9 (high) with a mean of 5 and a standard deviation of 2. Stanine scores can be determined from the chart. A difference of 2 stanines is considered a significant variation. Generally, students scoring in stanines 1, 2, or 3 have demonstrated below average performance; and students scoring in stanines 7, 8, or 9, above average performance. Stanines 4, 5, and 6 represent an average range of performance.

COLUMBUS PUBLIC SCHOOLS

270 EAST STATE STREET, COLUMBUS, OHIO 43215

© 1967 Columbus City School District, Columbus, Ohio

The Columbus Testing Profile is designed to provide, for the individual student, a meaningful graphic presentation of standardized test results. This profile will be initiated for each pupil as he enters the first grade, and will become an integral part of the student's cumulative record as long as he is enrolled in the Columbus Public Schools.

The profile should prove an invaluable aid to teachers, counselors, administrators, and parents in interpreting the results of aptitude and achievement tests as they relate one to the other, and in noting consistency, improvement, or regression in the student's level of achievement from point to point throughout his school career.

3. The Group Testing Schedule

COLUMBUS PUBLIC SCHOOLS

TESTING PROGRAM

Basic Structure

Grade

1. *Metropolitan Reading Readiness Test, Form A

2. California Test of Mental Maturity, Level 1
*California Comprehensive Reading Test, Level 1, Form Q

3. Cattell Culture-Fair Intelligence Test
*California Comprehensive Reading Test, Level 1, Form Q
Spelling Survey, Fall and Spring

4. California Test of Mental Maturity, Level 2
*California Comprehensive Reading Test, Level 2, Form Q
*California Comprehensive Arithmetic Test, Level 2, Form Q
Spelling Survey, Fall and Spring

5. *California Comprehensive Reading Test, Level 2, Form Q
*California Comprehensive Arithmetic Test, Level 2, Form Q
Spelling Survey, Fall and Spring

6. California Test of Mental Maturity, Level 2H
*California Comprehensive Reading Test, Level 2, Form R
*California Comprehensive Arithmetic Test, Level 2, Form R
*California Comprehensive Language Test, Level 2, Form R

7. *California Comprehensive Reading Test, Level 3, Form R
*California Comprehensive Study Skills Test, Level 3, Form R

8. California Test of Mental Maturity, Level 3
*California Comprehensive Reading Test, Level 3, Form R
*California Comprehensive Arithmetic Test, Level 3, Form R
*California Comprehensive Language Test, Level 3, Form R
JIM Scale (Junior Index of Motivation) (Pilot Admin.)

10. California Test of Mental Maturity, Level 4
*California Comprehensive Language Test, Level 4, Form R

*Those tests indicated by an asterisk are to be administered in the fourth week of September each year. Other tests are to be spaced, with spelling surveys given in mid-October and early May.

SOME OPTIONAL TESTS FOR SUPPLEMENTAL ADMINISTRATION

Test	Grade
Scott-Foresman Tests to Accompany Readers	1,2,3,4,5,6
California Comprehensive Arithmetic, Level 1, Form Q	2,3
California Comprehensive Study Skills Test, Level 1, Form Q	2,3
California Comprehensive Study Skills Test, Level 2, Form Q	4,5,6
Differential Aptitude Test Battery	7,8,9,10,11,12
General Aptitude Test Battery (GATB)	9,10
Kuder Preference Record, Forms CH and E	8,9,10,11,12
California Test of Algebraic Aptitude	7,8
Basic Mathematics Mastery Test	10
Tests for Research Purposes to measure school accomplishment	11,12

X. Psychological Services

A. What is a School Psychologist?

Philosophy

The school psychologist, as a specialist in the study and application of psychological principles to the school, particularly as these principles relate to the individual child, serves as a resource person and consultant in the overall educational program. It is the school psychologist's responsibility to supply the very best information and insights to the schools in their concern for providing for the education of youth.

The school psychologist's role is evaluative and consultative but not administrative. While the recommendations made by the school psychologist may often be therapeutic, the school psychologist does not usually function as a therapist.

Training - Orientation

The school psychologist's training requires an educational attainment of at least the Master's degree level with an additional year of supervised internship. In almost every case, a school psychologist holds a valid teaching certificate and has some experience as a classroom teacher.

In addition to membership in professional educational associations, the school psychologist usually belongs to organizations established for psychologists. Although he has special training in psychology, the school psychologist thinks of himself as an educator. Thus he ascribes to ethical standards for teachers and for psychologists.

Role Description

Although school psychologists serve the school system mainly by conducting psychometric testing and psychological evaluations, they also serve it by participating in research projects, leading discussion groups, conducting in-service training programs, serving on committees, participating in community mental health activities, and conferring with parents, teachers, nurses, counselors, administrators, visiting teachers, social workers, representatives from community agencies, private physicians, and other professional people.

B. Whom Should the School Psychologist See?

Any child from kindergarten through the twelfth grade who is a problem to the school or has a problem which affects his performance in school may be seen. Some categories of problems are presented below:

Children in Special Education Programs

In order for children to remain in special education programs for slow learners, they must be reevaluated periodically by a school psychologist. The same is true of other handicapped children. Standards established by the Ohio Department of Education require these evaluations before such programs are reimbursed by state funds. Frequency of testing depends on the type of program and the past test results of the particular child. Children in slow learner special classes must be retested every three years. The teacher and principal are responsible for requesting reevaluations of these children at the appropriate time.

Slow Learners (Educable Retarded)

A psychological evaluation in which a child functions at the borderline or mildly retarded level, I.Q. 50-80 inclusive, indicates eligibility for special class. The following characteristics indicate that a child should be considered for individual testing:

a. Readiness test scores indicating a poor prognosis for success in first grade,

b. A group intelligence test I.Q. of 80 or below,

c. Retention in school grade placement, and

d. Serious lags in achievement.

School Exclusions (Trainable Retarded)

Children who are developing intellectually at half or less than half of the normal rate and who are not considered able to benefit from special classes for slow learners in public schools are evaluated to determine whether or not they should be excluded from school. Because the school system has classes for "slow learners," only those children with I.Q.'s below 50 may be excluded. Exclusion is recommended by the psychologist to the Department of Pupil Personnel, and the excluded child is referred to the Franklin County Program for the Mentally Retarded.

Test results indicating school exclusion should be interpreted to the parents before the exclusion is processed. The school psychologist is the best qualified person for interpreting test results to parents.

Handicapped Children

Children with serious visual, auditory, or physical handicaps are

given psychological evaluations to determine eligibility for public school special education programs and to determine whether or not referral should be made to state, county, or community programs.

Gifted Children

Although there are presently no special education programs for gifted children, the school psychologist may be helpful to the classroom teacher in determining the extent of giftedness.

Underachievers (Special Learning Problems)

Children of apparently normal ability who do not achieve at an average level should be given psychological evaluations to determine their abilities, their achievement levels, and possible causes of identified underachievement. The earlier these children are identified, the better the chances for providing help for the child.

Frequently children of dull normal ability are mistakenly referred for underachievement when actually they are achieving at or above expected levels (though expected levels for the particular child may be well below class average). The school psychologist should be consulted before a request for study is made when the teacher is not sure whether or not the child is achieving below his level of expectancy.

Behavior Problems

Children whose behavior handicaps them in their educational progress and/or social development may be referred for psychological evaluation. The seriously withdrawn child as well as the "acting out" child should

be considered for study. The psychologist helps to identify the nature, degree of severity, and possible causes of behavior problems as well as offering suggestions for management or referral to other professional persons or agencies.

Children Referred to Clinics, Physicians, Community Agencies

In many cases children referred to community agencies and clinics must be seen by the school psychologist before the agency will schedule the appointment. Many physicians request reports of psychological evaluations before seeing children who are referred to them for school achievement problems. Unnecessary delay in getting help for the child with learning problems can often be avoided by first referring the child to the school psychologist.

Children Referred by Parents

Parents who call the Department of Child Study and Student Counseling requesting psychological evaluations are encouraged to make their requests through the school. In this way the principal determines priority for referrals from his school to the psychologist. This method of referral also provides the psychologist with valuable data from school records and teachers' observations.

C. How is a Referral Made to the School Psychologist?

Initial Procedure

The teacher, counselor, nurse, or other school person consults with the principal about the procedure for the particular school. The principal approves the initiation of a psychological study and provides the teacher with a form "Request for Psychological Evaluation," which is completed by the teacher. Although parental approval is not required, generally it is best

if parents are consulted before initiating a request. (Note: A copy of this form is included in the Appendix.)

Request Form

The "Request for Psychological Evaluation" form is completed by the person making the request, except for the health appraisal section, which is completed by the school nurse. Because all of the information requested on this form is essential to the psychologist in conducting the study, incomplete forms are returned to the school for completion before they are assigned to a school psychologist.

Principal's Authorization

The "Request for Psychological Evaluation" is submitted by the teacher to the principal, who checks to see that data are complete before he signs it, authorizing the study.

Submitting the Request

Requests for study are submitted by school mail to the Department of Child Study and Student Counseling.

Processing Request Forms

All request forms are screened at the Department of Child Study and Student Counseling to determine what, if any, test records are already on file and to determine whether sufficient information is provided on the form for the psychologist to conduct a proper study.

Distribution of Requests to Psychologists

The request form is processed and assigned to a psychologist generally within a day after it is received in the Department of Child Study and Student Counseling. The form is placed in the psychologist's mail immediately after it is assigned. However, the psychologists, who spend most of their time in various buildings, may pick up their mail at only weekly intervals. Thus, the time required from the date of mailing until the school psychologist receives the request may exceed one week.

D. How Are Psychological Services Scheduled?

Schedules

Each school psychologist arranges a schedule to provide an equitable service to all schools. Some schools, especially those with a disproportionately large number of children in special education programs, must have a disproportionate amount of the psychologist's time. Ordinarily the psychologist visits each school approximately once every three to six weeks.

Priority

On the day the psychologist visits the school, a consultation with the principal determines which requests for study have priority. The principal shall make the decisions as to which children will be seen by the psychologist. If none of the requests for study has urgency, the children will be seen in the order in which the psychologist received the requests.

Urgent Requests

At certain times there will be requests for study which are urgent

in nature. In such cases the principal may phone the Department of Child Study and Student Counseling to explain the urgent nature of the referral and to request special handling. An urgent request does not preclude the necessity for a completed "Request for Psychological Evaluation."

E. What is a Psychological Evaluation?

Magic?

The school psychologist has no magic tricks to perform nor any magic solutions to offer. An evaluation begins when the school psychologist carefully studies the request form for information provided by the teacher, nurse, and principal. Through a variety of techniques, some of which are described below, the psychologist assembles all of the data collected, analyzes such data, draws such conclusions as he deems warranted, and makes recommendations or offers suggestions which will permit teachers to work more effectively with the child.

Techniques

The school psychologist uses a combination of techniques, including the following:

1. Written data from teachers, nurses, school records, agency reports, grade cards, etc.
2. Observations in the classroom, on the playground, etc.
3. Individual intelligence tests such as Stanford-Binet, Wechsler tests, etc.
4. Special tests for measuring specific abilities, aptitudes, and skills, such as Bender-Gestalt, Illinois Test of Psycholinguistic Abilities, etc.

5. Achievement tests such as the Wide Range Achievement Test, Gilmore Oral Reading Test, etc.

6. Personality and projective tests such as Draw-a-Person, Sentence Completion Test, Thematic Apperception Test, etc.

7. Interview techniques.

8. Conferences with teachers, counselors, and principals.

Time Required

The time required for the evaluation depends on the nature of the problem presented on the request form. Although an individual intelligence test may sometimes be administered in less than an hour, a thorough evaluation may require several hours and more than one sitting.

Facilities Needed

A valid psychological evaluation depends upon adequate testing facilities. The principal should provide for the school psychologist a well lighted, adequately ventilated room, which will permit the psychologist to work with the child without interruption and with a minimum of distracting visual materials or noises. The room should be equipped with a work table or desk of appropriate height for the children being tested and appropriate sized chairs.

Recommendations

Findings of the psychological evaluation are generally discussed by the psychologist with the teacher making the referral and with the principal. Mutual formulation of recommendations assures that the final written report will contain practical suggestions for amelioration of the problem.

F. What Does the Psychological Evaluation Do?

For the Child

In most cases the child leaves the room after the psychological evaluation just as he was when he entered. He still has the same abilities, the same disabilities, and the same problems. The school psychologist does not generally change the child.

For the Teacher

Hopefully, the psychological evaluation will provide the teacher with information about the child which he did not have before. This information and the suggestions from the psychologist will permit the teacher, if he wishes, to try something different, to work more effectively with the child, or they will support him in what he has been attempting to do.

For the Administrator

Although the principal makes all decisions on recommendations made by the school psychologist, the psychologist often suggests referral to appropriate community agencies, conferences with parents, changes in schedule, placement in special education programs, and similar recommendations that have administrative implications.

For the Counselor

As a permanent member of the school staff the counselor can act as a liaison between the school psychologist and the child on matters pertaining to the follow-up work needed to implement the school psychologist's recommendations.

For the Parent

When authorized by the principal, the psychologist may confer with parents about problems the child presents in school and may make suggestions as to how the parents may be of help.

G. How Are the Results of the Evaluation Reported?

Teacher Conference

Usually the school psychologist will follow up the psychological evaluation with a teacher conference. Although the conference may take place after school, the principal may wish to make provisions for the conference during the school day. In this conference, the psychologist interprets the test results and explores with the teacher possible recommendations and suggestions for amelioration of the problem.

Staff Conference

Under some circumstances a staff conference may be indicated. The principal makes the decision and arranges for the conference and invitations to the nurse, visiting teacher, counselor, other teachers, and/or other participants.

Parent Conference

Although the psychologist may make a recommendation for a conference with the parents, the responsibility for the decision belongs to the building principal. Because parents often have difficulty accepting disabling mental conditions in their children, the school psychologist is best qualified to interpret psychological evaluations.

Written Report

For each psychological evaluation, the school psychologist writes a report, "Report of Psychological Evaluation," which summarizes personal data, test results, and recommendations. A copy of each report is sent to the school principal. (Note: A copy of this form is included in the Appendix.)

Reports to Agencies and Clinicians Outside the School

Reports are mailed to community agencies or physicians at the parents' request or with parental permission. Copies of reports are mailed to courts or governmental agencies at the request of the agency.

H. What Should be Done with the Written Report?

Accessibility

The report of a psychological evaluation is written for the professional educator; it should be available to principals, teachers, counselors, nurses, and visiting teachers. When the report is filed in the child's cumulative folder it becomes accessible to all professional persons in the educational program.

Confidentiality

Under no circumstances should the report be read to the child, to parents, or other non-professional persons who may misinterpret it.

I. Who Follows Through on Recommendations?

Responsibility

Although responsibility for following recommendations lies with the principal and teacher, the school psychologist can often be of service as a consultant in the implementation of recommendations.

Follow-Up

In some cases the school psychologist consults with the teacher periodically regarding the effectiveness of recommendations. In many cases a follow-up form, "Follow-Up Report of Psychological Service," will be mailed to the teacher with a request to inform the school psychologist of the effectiveness of recommendations. (Note: A copy of this form is included in the Appendix.)

Retesting

Generally children are not reevaluated within the same year as their first evaluation. The school psychologist who initially did the study may be asked to continue a study when test results seem inconsistent with performance or when recommendations have been given a fair trial without producing success.

A Fair Trial

The teacher or principal should not hesitate to consult the school psychologist when recommendations seem to be ineffectual. However, behavior patterns that have been developing for years are rarely, if

ever, changed appreciably in a short time.

J. What Other Services Do School Psychologists Provide?

General Consultant

The school psychologist may serve as a consultant to the school in general matters that relate to children.

Group Testing

The school psychologist may serve as a consultant in areas of group test selection, administration, scoring, and interpretation.

Curriculum

The school psychologist may be consulted about curriculum planning, particularly as related to special education programs or for children with handicaps who are not in special education programs.

Speaker and Discussion Leader

School psychologists often serve as speakers or discussion leaders for P.T.A. groups, Parent and Family Life Education groups, C.C.L. groups, In-Service Education programs, school staff meetings, workshops, etc.

Mental Health

The school psychologist can be helpful to schools in planning and evaluating preventive mental health programs.

Research

The school psychologist may provide valuable help to schools by assisting in planning research projects and developing evaluative techniques,

particularly in programs for early identification of slow learners, identification of specific learning disabilities, etc.

XI. APPENDIX

Some Important Agencies Which
Serve Youth Are Shown Below:

Assistance		
Charity Newsies	716 S. High Street	444-3446
Columbus Female Benevolent Society	40 S. Washington Avenue	224-3594
Franklin County Welfare Department	46 E. Fulton Street	221-1211
Lutheran Welfare League of Central Ohio	57 E. Main Street	228-5209
Salvation Army	138 E. State Street	221-6561
Volunteers of America, Columbus Post	379 W. Broad Street	224-8650
Children's Institutions		
Buckeye Boys' Ranch, Inc.	5665 Hoover Road Grove City, Ohio	875-4825
Columbus Children's Psychiatric Hospital	800 N. Nelson Road	253-7433
Columbus State School	1601 W. Broad Street	279-9471
Juvenile Diagnostic Center	2280 W. Broad Street	276-3501
Nightingale Cottage	Brice Road Reynoldsburg, Ohio	866-6233
Training Institution Central Ohio (TICO)	2130 W. Broad Street	276-5311
Rehabilitation		
Bureau of Vocational Rehabilitation	240 S. Parsons Avenue	469-4575
Children's Hospital	561 S. 17th Street	253-7441

Hearing and Speech Center of Columbus & Central Ohio	561 S. 17th Street	252-3149
Ohio State University Hospital - Rehabilitation Services	410 W. 10th Avenue	293-4438

Community Centers and Settlements

Central Community House	1251 Bryden Road	252-3157
Gladden Community House	183 Hawkes Avenue	221-7801
Godman Guild Assoc.	321 W. Second Avenue	294-5339
Jewish Center	1125 College Avenue	231-2731
Bolivar Arms	940 Caldwell Place	252-7278
Tray-Lee Center	1362 Sigsbee Avenue	291-3724
United Community Council	137 E. State Street	228-5696

Employment

Manpower Development & Training	239 S. 4th Street	469-4401
Youth Opportunity Center	239 S. 4th Street	469-3434
Ohio State Employment Service	309 S. 4th Street	469-2156

Mental Health

Children's Mental Health Center	721 Raymond Street	253-5583
Diocesan Child Guidance Center	840 W. State Street	221-7855

Protective Services for Children

Franklin County Child Welfare Board	1951 Gantz Road Grove City, Ohio	276-3541

Humane Society of the City of Columbus	85 E. Gay St.Suite 907	224-7154

Maternity

Florence Crittenton Home	1166 E. Main Street	252-9836
Friend's Home	245 N. Powell Avenue	276-3529
Mary Haven Maternity Home	1555 Bryden Road	258-9537

Description of Occupational Program

	Periods Per Week	Credit
NINTH GRADE		
Communications I: . Basic reading instruction with emphasis on individual improvement. . Basic writing instruction emphasizing practical application.	5	1.0
Practical Science: . Introduction to physical and biological sciences. . Relate instruction of science to occupationally oriented situations.	5	1.0
Basic Math I: . Review and gain increased understanding in use of whole numbers, fractions, and decimals. . Work practical percent problems and understand basic word problems. . Relate problems to practical occupational type situations.	5	1.0
Physical Education:	2	.2
The following shop courses will be offered on a double period, twelve week rotation schedule with the objective of having students experience each area to determine individual interests for higher grade levels:		2.0
Building Trades: . Introduction to basic house construction including carpentry, masonry, and roofing.		
Machine Shop: . Introduction to general machine shop practices and procedures. . Emphasis on familiarization with machines rather than projects.		
Wood: . Introduction to woodworking with emphasis on proper use of hand tools and power equipment.		

Power Mechanics:

- Understanding of 2 and 4 cycle engines
- Small engine maintenance, repair, and adjustment.

Furniture Refinishing:

- Introduction to refinishing with emphasis on proper use of hand tools and materials through practical experiences.

Foundry:

- Introduction to foundry practices exercising extreme caution with hot metals.

The following shop courses will be offered on a single period, twelve week rotation schedule with the objective, again, of providing initial experiences in all shop areas to foster student interest and selection: .5

Blue Print Reading:

- Emphasize blueprint reading as it relates to other shop areas.
- Make sketches and basic drawings necessary for students to read prints.
- Prepare problems on paper in a manner which contributes to the structure and objectives of the course.

Basic Electricity:

- Emphasize electricity as it relates to other shops, especially building trades.
- Construct basic circuits and emphasize basic electrical theories involved.

Welding:

- Emphasize general welding practices and different types of welding and their applications.

Total credit 5.7

TENTH GRADE	Periods Per Week	Credit
Communications II: . Reading instruction with emphasis on reading improvement and comprehension. . Concentration on written and spoken communication.	5	1.0
Citizenship and Current Events: . An introduction to the world of work through a survey of the literature. . Interpretation of daily newspapers and other appropriate publications regarding current events and their relationship to occupationally oriented activities.	5	1.0
Basic Math II: . A continuation and review as necessary of Math I. . Emphasize problems relating to shop areas and those essential to community living.	5	1.0
Physical Education	2	.2
In addition, each student will select two double period "majors" from these eight shop areas: Building Trades Machine Shop Wood/Cabinet Making Power Mechanics Furniture Refinishing Foundry Appliance Repair Welding		2.0
Total Credit		5.2

	Periods Per Week	Credit
ELEVENTH GRADE		
Communications III: . A continuation of Communications II with a concentration on literature appropriate to occupational students, i.e., filling out job application blanks, resumes, etc.	5	1.0
American History: . A study of our American heritage in such a way as to be functionally meaningful to the average citizen. . Emphasize positive attitudes and values necessary in a democracy.	5	1.0
Job Orientation: . A study of problems and situations related to school shops and their application to the world of work.	5	1.0
Health and Physical Education: . A study of health fundamentals relating to good grooming, cleanliness, and neatness.	4	.6
In addition, each student will continue his preparation in the "major" selection areas from the tenth grade and/or participate in a work experience program depending upon whichever is appropriate at the time.		1.5
Total Credit		5.1
TWELFTH GRADE		
Occupational Adjustment Instruction: . Two period time block devoted primarily to discussing work oriented problems experienced on the job. . Subject areas (English, math, social studies, etc.) will not be attributed specific time blocks, but will be taught in relationship to job problem solving.		2.0
Occupational Work Experience: (O.W.E.) . Work experience will be supervised on the job by working with employers and coordinated with class activities in school. The O.W.E. instructor will assume these responsibilities.		1.5
Total Credit		3.5

XII. REFERENCES

Guidance Services

Arbuckle, Dugald S., "Current Issues in Counselor Education." Counselor Education and Supervision VII (Spring, 1968), 244-251

Archambault, Reginald D. (ed.). Dewey on Education. New York: Random House, 1966.

Beck, Carlton E. Philosophical Foundations of Guidance. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Brammer, Lawrence M., and Everett L. Shostrom. Therapeutic Psychology. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1965.

Hill, George E., and Paul F. Munger. Up-Grading Guidance Practice (Special Issue). Counselor Education and Supervision VII (Spring, 1968).

Kell, Bill L., and William J. Mueller. Impact and Change: A Study of Counseling Relationships. New York: Appleton-Century-Crofts, 1966.

Kemp, C. G. Intangibles in Counseling. Boston: Houghton Mifflin Company, 1967.

Krumboltz, John D. (ed.). Revolution in Counseling. Boston: Houghton Mifflin, 1966.

Lister, James L. "The Eclectic Counselor: An Explorer." The School Counselor XIV (May, 1967), 287-293.

McGowan, John F., and Lyle D. Schmidt. Counseling: Readings in Theory and Practice. New York: Holt, Rinehart and Winston, Inc., 1962.

Mosher, Ralph L., Richard F. Carle, and Chris D. Kehas. Guidance: An Examination. New York: Harcourt, Brace and World, Inc., 1965.

Patterson, Cecil. The Counselor in the School: Selected Readings. New York: McGraw-Hill, 1967.

Peters, Herman J., and Gail F. Farwell. Guidance: A Developmental Approach. Second edition. Chicago: Rand McNally and Company, 1967.

Riccio, Anthony C., and Garry R. Walz. Forces for Change (Special Issue). Counselor Education and Supervision VI (Spring, 1967).

Roe, Anne. The Psychology of Occupations. New York: John Wiley and Sons, Inc., 1956.

Saltzman, Glenn A., and Herman J. Peters. Pupil Personnel Services Selected Readings. Itasca, Illinois: F.E.Peacock Publishers, Inc. 1967.

Stefflre, Buford (ed.). Theories of Counseling. New York: McGraw-Hill Book Company, Inc., 1965.

Super, Donald E. The Psychology of Careers. New York: Harper and Row, Publishers, 1957.

Thomas, Donald. "T-Grouping: The White-Collar Hippie Movement." Phi Delta Kappan XLIV (April, 1968), 458-460.

Tiedeman, David V., and Robert P. O'Hara. Career Development: Choice and Adjustment. New York: College Entrance Board, 1963.

Tiedt, Sidney W. The Role of the Federal Government in Education. New York: Oxford University Press, 1966.

Tyler, Leona E. The Work of the Counselor. Second edition. New York: Appleton-Century-Crofts, Inc., 1961

Psychological Services

Bonham, S. J. Manpower Trends in Ohio School Psychology in the 1960's, Ohio Department of Education, Columbus, 1965.

Bonham, S. J. and Grover, Edward C. The History and Development of School Psychology in Ohio, Ohio Department of Education, Columbus, 1961.

Gibson, Arthur R. Ohio Laws for Special Education, Ohio Department of Education, Columbus, 1966.

Gray, Susan W. The Psychologist in the Schools, Holt, Rinehart and Winston, New York, 1963.

Koegel, Lloyd and others. Preliminary Report of Selected Data, Part I: Status Study, Ohio Department of Education, Columbus, 1965.

Ohio Department of Education, Organization of Pupil Services, Guidelines, Ohio Department of Education, Columbus, 1964.

Ohio Department of Education, Program Standards for Special Education and Legal Dismissal from School Attendance, Ohio Department of Education, Columbus, 1966.

White, Mary Alice, and Harris, Myron W. The School Psychologist, Harper, New York, 1961.

Testing and Evaluation

Adams, Georgia S. and Torgerson, Theodore L. Measurement and Evaluation for the Secondary School Teacher with Implications for Corrective Procedures. New York: The Dryden Press, 1956, 658 pp.

Ahmann, J. Stanley and Glock, Marvin D. Evaluating Pupil Growth. Boston: Allyn and Bacon, 1958, 605 pp.

Anastasi, Anne. Psychological Testing. 2d ed. New York: The Macmillan Company, 1961, 657 pp.

Anderson, Scarvia B.; Katz, Martin; and Shimberg, Benjamin. Meeting the Test. New York: Scholastic Book Services, 1963, 184 pp.

Bauernfeind, Robert H. Building a School Testing Program. Boston: Houghton Mifflin Company, 1963, 343 pp.

Bradfield, James M. and Moredock, H. Stewart. Measurement and Evaluation in Education. New York: The Macmillan Company, 1957, 509 pp.

Chauncey, Henry and Dobbin, John E. Testing: Its Place in Education Today. 1st ed. New York: Harper & Row, Publishers, Inc., 1963, 224 pp.

Cronbach, Lee J. Essentials of Psychological Testing. 2d ed. New York: Harper & Brothers, 1960, 650 pp.

Davis, Frederick B. Educational Measurements and Their Interpretation. Belmont, California: Wadsworth Publishing Company, 1964.

Diederich, Paul B. Short-cut Statistics for Teacher-made Tests. Princeton, N.J.: Educational Testing Service, 1960, 44 pp. (Evaluation and Advisory Service Series, No.5).

Durost, Walter N. How to Tell Parents About Standardized Test Results. Test Service Notebook, No. 26. Tarrytown, N.Y.: Harcourt, Brace & World, Inc., 1961, 4 pp.

_____ Why Do We Test Your Children? Test Service Notebook, No. 17. New York: Harcourt, Brace & World, Inc., 1956, 4 pp.

Findley, Warren G., ed. The Impact and Improvement of School Testing Programs. 62d Yearbook, Part II. 5835 Kimbark Avenue, Chicago: National Society for the Study of Education, 1963, 304 pp.

Freeman, Frank Samuel. Theory and Practice of Psychological Testing. 3d ed. New York: Holt, Rinehart and Winston, Inc., 1962, 697 pp.

Froehlich, Clifford P. and Hoyt, Kenneth B. Guidance Testing and Other Student Appraisal Procedures for Teachers and Counselors. 3d ed. Chicago: Science Research Associates, Inc., 1959, 438 pp.

Gannon, F. B. and Telschow, Earl. Tests and Interpretations--a teacher's handbook. Rochester, N.Y.: City School District, 1960, 31 pp.

Green, John A. Teacher-Made Tests. New York: Harper & Row, Publishers, 1963, 141 pp.

Humpreys, J. Anthony; Traxler, Arthur E.; and North, Robert D. Guidance Services. 2d ed. Chicago: Science Research Associates, Inc., 1960, 414 pp.

Jordan, A. M. Measurement in Education, An Introduction. New York: McGraw-Hill Book Co., Inc., 1953, 533 pp.

Lennon, Roger T. Testing in the Secondary School. Test Service Notebook, No. 20. Tarrytown, N.Y.: Harcourt, Brace & World, Inc., 1957, 4 pp.

Lindquist, E.F., ed. Educational Measurement. Washington, D.C.: American Council on Education, 1951, 820 pp.

Lindvall, C. M. Testing and Evaluation: An Introduction. New York: Harcourt, Brace & World, Inc., 1961, 264 pp.

Lyman, Howard B. Test Scores and What They Mean. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963, 223 pp.

McLaughlin, Kenneth F. How is a Test Built? Understanding Testing. Washington: U.S.Government Printing Office, 1962, pp. 4-7. (U.S.Office of Education, OE-25003.) Also reprinted as a Test Service Notebook, No. 25. Tarrytown, N.Y.: Harcourt, Brace & World, Inc.

Remmers, H. H. and Gage, N. L. Educational Measurement and Evaluation.

Testing Guide for Teachers. Prepared by the Technical Subcommittee of the Independent Schools Advisory Committee. New York: Educational Records Bureau, 1961, 43 pp.

Thorndike, Robert L. and Hagen, Elizabeth. Measurement and Evaluation in Psychology and Education. 2d ed. New York: John Wiley & Sons, Inc., 1961, 602 pp.

Triggs, Frances Oralind. Reading: Its Creative Teaching and Testing: Kindergarten Through College. Mountain Home, N.C.: Frances Oralind Triggs, Chairman, The Committee on Diagnostic Reading Tests, Inc., 1960, 150 pp.

Tyler, Leona E. Tests and Measurements. Foundations of Modern Psychology Series. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963, 116 pp.

COLUMBUS PUBLIC SCHOOLS

GUIDANCE and COUNSELING NEWSLETTER

Division of Special Services
Department of Child Study & Student Counseling
270 East State Street, Columbus, Ohio 43215

Volume IX
Number 2

October, 1968

Caring About Tomorrow

School counselors, more than any other school agent, are concerned with the future - the future of their school guidance programs and their students' educational, social, and personal growth. The up-coming school operating levy is a vital element in this process, quite obviously, since many of our existing educational programs and a number of proposed innovations are tied to the successful passing of this levy. Let's all add our individual and collective energies to this critically important campaign. We should become conversant with the basic facts relating to the levy in order to be prepared to speak with authority and conviction. Copies of the booklet, "Care About Tomorrow" are available from your principal. Other literature will be distributed early this month. Remember, while most citizens view educational finance as a cost, it is in reality an investment - an investment in the future of the children of Columbus.

Dates to Remember

.....The Eighth Annual All Ohio Elementary School Guidance Program, November 1, 1968, Wampler's Arena, Dayton, Ohio.

.....Columbus School Counselors' Meeting, Medina Junior High School, October 16, 1968, 9:00 a.m., "The Changing Role of the School Counselor in the Field of Mental Health," Dr. Hans Stroo, Director of Children's Mental Health Association.

.....Columbus Elementary Counselors' Meeting October 28, 1968, Scottwood School, 9:00 a.m., Dr. Philip Ambuel, Director of Outpatient Clinic, Children's Hospital.

.....Professional Growth Course - "Perspectives in Child Guidance for School Counselors," Indianola Junior High School, 3:00-4:30 p.m.:

October 1st	Psycho-Sexual and Psycho-Social Development of the Child	Dr. Stroo
October 8th	Psycho-Sexual and Psycho-Social Development of the Child	Dr. Stroo
October 15th	Emotional Needs of Children	Dr. Carlton
October 22nd	Workshop on Tennessee Re-Ed. Program (Children's Hospital - Baxter Auditorium)	Dr. McDonald
October 29th	Pathology in Parent-Child Relationships	Dr. Carlton

The All Ohio Guidance Conference

The All Ohio Guidance Conference last month was one of the best yet. Those who participated in the conference came away with fresh insights and hopefully some ideas which they can try out in their school program. The displays were excellent. It may be noted that many participants had quite a few things in their "bag", both figuratively and literally.

The 1969 Elementary Guidance Conference

Preliminary plans are being drawn to host the 1969 All Ohio Elementary Guidance Conference here in Columbus. Dr. Weaver and his staff have asked Columbus to act as host for the conference. This will be the first such conference to be hosted by Columbus and we are indeed grateful to the Division of Guidance and Testing for asking us. More details relative to the establishment of a program committee will be forwarded to you as plans are formulated.

The Guidance and Counseling Newsletter is published monthly during the school year for school counselors and other interested professional staff personnel of the Columbus Public Schools. The editorial office is located at the Department of Child Study & Student Counseling, Administration Offices, 270 East State Street, Columbus, Ohio, 43215.